MARK SCHEME for the October/November 2012 series

9699 SOCIOLOGY

9699/32   Paper 3 (Essay), maximum raw mark 75

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

1 **(a)** **(i)** Define the term *modified extended family.* **[3]**

    0   No attempt to define modified extended family.

    1   Modified extended family explained in a simplistic way such as big 'family'.

    2   The meaning of modified extended family is further expanded by showing a wider understanding such as a more modern version of an extended family where there is more sharing between kin OR lives close to each other.

    3   An accurate sociological definition of modified extended family is given as an extended family of more than two generations who do not live together but cooperate in other ways and may live close to each other is given but this definition does not have to contain examples.

    (ii) **Identify and briefly describe <u>two</u> family structures, other than modified extended family.** **[6]**

Examples can include generic such as nuclear or extended, or specific such as the Nayer, traditional Irish farming families, same sex families, step families, reconstituted families, bean pole families, lone (single) parent families or any other relevant non modified example. (3 x 2)

    0   No examples are offered.

    1   An example of a structure is identified such as Irish farming families but no detail is given to support it.

    2   As above plus a limited description of the named structure such as traditional Irish farming families which operated on division of labour.

    3   An example of a structure is identified plus a description that shows accurate sociological understanding and knowledge such as the classical Irish extended family (identification) where the family was based on patriarchy and the tasks undertaken by men and women were strictly divided on gender lines (development). (1 + 2)

(b) Evaluate the effects of industrialisation on the formation of family structures. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the idea of a link posed in the question uncritically and argue that industrialisation has or has not changed families. Other answers may just describe different types of families. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. These answers are likely to focus on the four stages of the family. Other types of answers may argue that the proposition is false and support this by arguing that all types of families have always existed. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only will there be consideration of the historical dimension and diversity of family type, in the past as well as the present, but there will also be consideration of whether industrialisation transformed families and introduced the nuclear family or whether the existence of nuclear families aided the introduction of industrialisation. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented, and evaluation, at its best, will be detailed leading to a balanced conclusion.

2 (a) (i) Define the term *kinship networks*. **[3]**

0 No attempt to define kinship networks.
1 Kinship networks explained in a simplistic way such as 'families OR sharing'.
2 The meaning of kinship networks is further expanded by showing a wider understanding such as networks made up of all your kin.
3 An accurate sociological definition of kinship networks is given as the ties of blood, marriage and adoption that impose rights and obligations on groups but this definition does not have to contain examples.

(ii) **Identify and briefly describe <u>two</u> ways in which kin networks may provide support for individual family members.** **[6]**

Examples can include any way in which kin cooperate such as providing work, economic help, the exchange of services, family obligations at rites of passage, caring for children/elderly/sick, dealing with a family crisis but to gain marks for description on the second example there must be no overlap with the first. (3 x 2)

0 No examples are offered.

1 An example of a support is identified such as family members help each other but no detail is given to support it.

2 As above plus a limited description of the named support such as family members help each other by looking after children.

3 An example of a support is identified plus a description that shows accurate sociological understanding and knowledge such as family members help each other (identification) by exchange of services in that grandparents may babysit or younger family members may care for the elderly (development). (1 + 2)

(b) **'Murdock's definition of the family is now of little use in understanding the nature of the family in modern industrial societies.' Evaluate this view.** **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Many will accept Murdock's definition and describe it, maybe in detail. Other types of answers may argue that the proposition is false and reject it uncritically. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may either offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data, others may consider the worth of Murdock's views. These answers are likely to rely on the examples of family life that fail to fit his typology. Other types of answers may argue that the proposition is false and support this by agreeing with his definition and claiming all other types are not families and support their answer with examples. Candidates who note that there may be a debate but who do not develop these ideas may achieve a mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the diversity of family types and the difficulty of trying to define family life. Answers will be supported by a good range of material that not only includes the work of Murdock but many others including the Rapoports, Beck, Stacey, Chester and many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

3 (a) (i) Define the term *gendered curriculum*. **[3]**

    0   No attempt to define gendered curriculum.

    1   Gendered curriculum described in a simplistic way such as 'what is taught to boys and girls'.

    2   The meaning of gendered curriculum further expanded by showing a wider understanding such as a curriculum that is for girls or boys but not both.

    3   An accurate sociological definition of gendered curriculum is given as the way in which subjects are divided and taught to appeal to different genders (definitions should apply to both male and female) but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> policies aimed at achieving gender equality in education. **[6]**

Examples can include any policy such as equal employment of teachers, the national curriculum, banning single sex education, girls into science or any other valid example.

<div align="right">(3 x 2)</div>

    0   No examples are offered.

    1   An example of a policy is identified but no detail is given to support it such as coeducational schools.

    2   As above plus a limited description of the named policy such as coeducational schools where boys and girls both attend.

    3   An example of a policy is identified plus a description that shows accurate sociological understanding and knowledge of how that policy aims to achieve equality, such as coeducational schools (identification) where boys and girls go to the same schools so that they follow the same routes and are not separated in opportunities (development). (1 + 2)

(b) Evaluate feminist explanations of the factors influencing educational achievement. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the usefulness of feminist theories uncritically. Others may attempt to describe inequalities with little or no reference to the question or give simple descriptions of feminist work. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data which may relate to descriptions of feminist theory. Candidates may take the view that feminist theories have shown the limitations on girls' education and therefore been useful. Other types of answers may argue that the proposition is false and support this by reference to other factors that may cause inequality such as class or ethnicity. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both the argument that feminism has provided much useful information in highlighting the different levels of achievement of boys and girls, as well as those theories that look at other causes of inequality. Credit those answers which highlight the major inequality is now amongst working class boys and that the traditional feminist view that girls are disadvantaged may no longer be so relevant. Useful reference can be made of the work of key thinkers such as Oakley, Francis, Spender, Hargreaves, Willis, Coard, Mac An Ghaill as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

4 (a) (i) **Define the term *self-fulfilling prophecy* in relation to education.** [3]

   0   No attempt to define self-fulfilling prophecy.
   1   Self-fulfilling prophecy explained in a simplistic way such as 'predicting future results'.
   2   The meaning of self-fulfilling prophecy further expanded by showing a wider understanding such as when teachers predict how pupils will perform based on their appearance and it comes true.
   3   An accurate sociological definition of the self-fulfilling prophecy is given as the way in which educators predict the success or failure of their pupils based on perceived characteristics. Pupils are then treated in different ways based on these predictions, pupils come to accept that view and the prophecy is fulfilled. This answer does not have to contain examples. (1 + 2)

(ii) **Identify and briefly describe <u>two</u> groups of pupils who have educational advantages over other groups of pupils.** **[6]**

Groups named can be generic such as middle class or rich pupils, or specific such as pupils who attend Eton. Marks can be gained by use of gender and ethnicity. In order to gain marks for description the second example must be clearly different from the first.

(3 x 2)

0   No example is offered.

1   An advantage is identified such as being middle class but no detail is given in support.

2   As above plus a limited description of the named advantage such as being middle class will mean teachers like you more.

3   An example of an advantage is identified plus a description that shows accurate sociological understanding and knowledge such as being middle class (identification) so that teachers like you and expect you to do better so they pay you more attention than other students (development). (1 + 2)

(b) **'In modern industrial societies material circumstances remain the most important influence on educational success or failure.' Evaluate this claim.** **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe what is meant by material circumstances. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may either offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers which defend the proposition may take the view that lack of resources is the key to understanding who succeeds and who fails. Other types of answers may argue that the proposition is false and support this by developing meritocratic arguments. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that material circumstances are the key to failure and the view that either the in school factors or structural factors are the key to who does well and who fails in education systems. Useful reference can be made to the work of key thinkers such as Douglas, Halsey, Prosser and Wedge, Hargreaves, Willis, Coard, Rutter and many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

5 (a) (i) Define the term *cult*.   [3]

        0   No attempt to define cult.

        1   Cult explained in a simplistic way such as 'an extreme group'.

        2   The meaning of cult further expanded by showing understanding such as an extreme religious group who share ideas.

        3   An accurate sociological definition of cult is given as a loosely knit group organised around some common themes and interests but lacking any sharply defined belief system; but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> reasons why cult membership might appeal to some social groups more than others.   [6]

Reasons include some groups more marginalised, other groups more integrated, appeals to young more than old and some ethnicities more than others or any other valid example. Can make specific reference to the work of theorists like Eileen Barker and why Moonies appeal more to middle class young men.   (3 x 2)

        0   No examples are offered.

        1   A reason such as middle class young men is identified but no detail is given to support it.

        2   As above plus a limited description of the reason such as Barker identified that more middle class young men joined the Moonies than other social groups.

        3   A reason is identified plus a description that shows accurate sociological understanding and knowledge such as middle class young men (identification) as identified by Barker were more likely to join the Moonies than other social groups because group membership and direction supplied by the group appealed to them (development).   (1 + 2)

(b) Evaluate the view that social change is the main factor determining the number of sects in a society. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different sorts of sects with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. In these answers there may be a description of how a sect may grow or consider how social changes cause disruption or why religion changes. Other types of answers may argue that the proposition is false and track the failure of sects to provide solutions. In this band answers are likely to rely heavily on the work of Weber. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both the reasons for the development of sects and the links to social change. There will be consideration of the pressures that will allow sects to grow and those that will prevent them as well as the short lived nature of many of the groups. Useful reference can be made to the work of key thinkers such as Wallis, Stark and Bainbridge, Wilson as well as the classical theorists. Evaluation in this mark band will exist but may be limited and for once candidates may be able to note that there is nothing inevitable about sect development.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

6 (a) (i) Define the term *desacrilisation*. **[3]**

0   No attempt to define desacrilisation.
1   Desacrilisation explained in a simplistic way such as 'not being sacred'.
2   The meaning of desacrilisation further expanded by showing a wider understanding such as the loss of religious belief.
3   An accurate sociological definition of desacrilisation is given as the break down in society of belief in the sacred and respect for sacred symbols but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> reasons why religious disenchantment may occur. [6]

Examples include world no longer explained by supernatural means, individuals see other explanations, multiculturalism, and break down of traditional means of social control, the impact of science or any other valid example of the introduction of rationalisation. (3 x 2)

0   No examples are offered.

1   A reason for disenchantment such as people no longer believe in magic is identified but no detail is given to support it.

2   As above plus a limited description of the named example people no longer believe that magic (or something similar) is responsible for things that happen in society.

3   An example is identified plus a description that shows accurate sociological understanding and knowledge of disenchantment such as people no longer believe in magic (or something similar) (identification) to explain the phenomena that exist in the world such as lightning or unexpected illnesses but explain them rationally (development). (1 + 2)

(b) Evaluate the view that religious disengagement is clear evidence that secularisation is occurring. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the problems that exist in apparently irreligious societies with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. If agreed with then the classical view that secularisation will or has happened will be described. In this band an understanding of disengagement should be shown. Other answers will disagree focusing on the continuing evidence that religion still continues to exercise influence in societies. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. There will be a thorough exploration of all the different links of both sides of the secularisation debate but with a consideration of the definition of secularisation and the meaning of disengagement. Useful reference can be made to the work of Wilson, Gill, Berger, Bruce and Heelas, as well as the classical theorists and others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

7 (a) (i) Define the term *crime rate*. [3]

    0   No attempt to define crime rate.

    1   Crime rate explained in a simplistic way such as 'amount OR numbers of crime'.

    2   The meaning of crime rate further expanded by showing a wider understanding such as when amounts of crime go up, down or stay the same OR the measurement of crime in relation to the population over time.

    3   An accurate sociological definition of crime rate is given as the number of crimes committed as a percentage of the population that can be tracked to see changes but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> reasons why crime rates change. [6]

Allow any valid reasons explaining why rates of crime have gone up or down such as moral panics, specific examples such as the mods and rockers can be used, also changes in the law, changes in policing, economic circumstances, new crimes such as cybercrime and any other accurate reason. (3 x 2)

    0   No reasons are offered.

    1   A reason is identified such as the behaviour of the police but no detail is given to support it.

    2   As above plus a limited description of the named reason such as the behaviour of the police who can make the rate look worse if they crack down on some types of crime.

    3   A reason is identified plus a description that shows accurate sociological understanding and knowledge that will explain the forces that influence crime rates and their results, such as the behaviour of the police (identification) whereby the police can make it look as if the crime rate has gone up by cracking down on some aspects of crime and by their success in catching more people make it looks as if crime has gone up (development). (1 + 2)

(b) 'Age is the main factor explaining who commits crime.' Evaluate the usefulness of this view. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. They may reject it possibly on the grounds that the elderly are too fragile or accept it as the young committing most crime. Other answers may assert that different age groups commit different types of crime in different societies. Others may reject the proposition as irrelevant compared to other factors. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question that age is the most significant factor, this defence can be from theoretical or empirical data. Answers may use evidence from official crime statistics to show that the young appear in them to a great degree whereas the elderly do not. Other types of answers may argue that the proposition is false and support this by reference to the crimes of the powerful and white collar crime. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and will be supported with a good range of material. There will be a detailed exploration of age in relation to crime as well as a range of other factors such as class, ethnicity and gender. Useful reference can be made to the work of key theorists such as Cohen, Pearce, Merton, Taylor, Hall and many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

8 (a) (i) Define the term *anomie.* [3]

0   No attempt to define anomie.
1   Anomie explained in a simplistic way such as 'feeling unsure'.
2   The meaning of anomie further expanded by showing a wider understanding such as when the norms of society break down.
3   An accurate sociological definition of anomie is given as the term first used by Durkheim to refer to when the norms and values of a society are unclear and people are unsure about the rules that should guide their behaviour, they are in a state of normlessness. It is not necessary to name Durkheim in the answer.

(ii) Identify and briefly describe <u>two</u> examples of social policies that may be used to reduce crime. [6]

An example of a social policy is identified such as drugs programmes, capital punishment, zero tolerance, ASBOs, neighbourhood watch, community police officers, welfare benefits, three strikes and out, education or any other valid examples. (3 x 2)
NB do not credit the naming of any laws unless it is made clear how these laws impact on policy.

0   No examples are offered.
1   An example of a policy is identified such as drugs programmes but no detail is given to support it.
2   As above plus a limited description of the named policy such as drugs programmes which help people to give up taking drugs.
3   An example of a social policy is identified that shows how the policy may mitigate crime rates such as drugs programmes (identification) which place people on substitutes gained legally and therefore reducing crime and then encourage them to give up completely (development). (1 + 2)

(b) Evaluate the view that high rates of crime are the result of a high level of anomie in society. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe what a high rate of crime is. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. If the implication of the quote has been recognised a most probable answer may be one that supports functionalist theories of the nature of crime and deviance with reference to Merton. Other types of answers may argue that the proposition is false and support this by Marxist theory. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that support functionalist theories as well as a range that can include Marxist, neo-Marxist, interactionist as well as left realism and new right theories. Useful reference can be made to a range of the theorists to reflect all of these perspectives. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

9 (a) (i) Define the term *secondary labour market*. **[3]**

    0   No attempt to define secondary labour market.

    1   Secondary labour market explained in a simplistic way such as 'poorly paid'.

    2   The meaning of secondary labour market further expanded by showing a wider understanding such as that it is less important or lower status in the labour market.

    3   An accurate sociological definition of secondary labour market is given as those lower paid jobs with less job security, inferior working conditions and fewer opportunities for promotion but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> types of discrimination in employment. **[6]**

Examples include any ethnic or other social group that is disadvantaged in the type of employment they can undertake. This can include historical examples of segregation. Allow apartheid and any other state system that limits certain occupations to certain individuals as well as unofficial ones like closed shop.   (3 x 2)

    0   No examples are offered.

    1   An example such as ethnicity is identified but no detail is given to support it.

    2   As above plus a limited description of the named example such as when an employer will not give someone a job because of their race.

    3   An example of discrimination is identified plus a description that shows accurate sociological understanding and knowledge such as ethnicity (identification) when an individual is not offered a job because of the prejudice of the employer due to their race, this can even happen when it is illegal (development).   (1 + 2)

(b) 'Gender continues to be a major influence on the experience of work.' Evaluate this claim. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe what women's jobs are with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may outline the disadvantages that women experience in the labour market. Other types of answers may argue that the proposition is false and support this by referring to equal rights legislation and the increasing opportunities available to women in the workplace. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. Such issues as employment statistics, legal changes, taxation, fringe benefits, women's roles as primary carers and the glass ceiling. Class and ethnicity can also be usefully referred to and the effect that these can have when added to gender. Credit also those who refer to male groups, especially those that may also suffer disadvantage. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

10 (a) (i) Define the term *capitalist labour process*. [3]

0   No attempt to define capitalist labour process.
1   Capitalist labour process explained in a simplistic way such as 'working for the bosses'.
2   The meaning of capitalist labour process further expanded by showing a wider understanding of the way work is organised in factories in capitalist societies.
3   An accurate sociological definition of capitalist labour process is given as the way in which labour is organised in factories to extract the maximum surplus value from the worker but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> ways in which workers are controlled in the capitalist labour process. [6]

Control operated through wages and the way they can go up or down, promotion, loss of employment, mechanisation, by technology, reskilling, relocation of industry, fringe benefits, violence, trades unions, deskilling and division of labour within the workplace or any other valid example. (3 x 2)

0 No examples are offered.
1 A control such as rate of wages is identified but no detail is given to support it.
2 As above plus a limited description of the control such as wages that can be increased/decreased due to employee performance.
3 A control is identified plus a description that shows accurate sociological understanding and knowledge, such as wages (identification) that can go up or down according to the judgement of management and this encourages the employees to work hard and be punctual (development). (1 + 2)

(b) Evaluate the extent to which workers can resist management control. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe what resistance means without clarity or with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. There may an understanding of what is meant by 'resist management control'. Support will most likely come from a Marxist view and the work of Braverman. Other types of answers may argue that the proposition is false and support this by evidence of reskilling. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. Issues such as deskilling, reskilling, styles of management, degradation, concessions, alienation, habituation, contested terrain and changing technologies can be looked at with credit. Useful reference can be made to the work of key thinkers such as Zimbalist, Thompson, Litter, Penn et al., Gallie, Edwards, Friedman as well as others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

11 (a) (i) Define the term *media representation*. **[3]**

0   No attempt to define media representation.

1   Media representation explained in a simplistic way such as 'the way people are shown on TV'.

2   The meaning of media representation further expanded by showing a wider understanding such as the manner in which individuals or groups are represented in the media.

3   An accurate sociological definition of media representation is given as the way in which groups or individuals are portrayed in the media so that audiences develop a view of the individual or group based on this image but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> reasons why a government may choose to exercise censorship of the mass media. **[6]**

Examples include control of information, public interest, to protect individuals, the nature of the government, ideological control, agenda setting, official secrets (D-notices), promotion of policies or image or any valid example. (3 x 2)

0   No examples are offered.

1   An example is identified such as authoritarian governments but no detail is given to support it.

2   As above plus a limited description of the named example such as authoritarian governments who control all publication of news.

3   An example is identified plus a description that shows accurate sociological understanding and knowledge such as authoritarian governments (identification) who attempt to control all publication of news so that they can control the ideological agenda (development). (1 + 2)

(b) **'Those who own the mass media control its content.' Evaluate this claim.** **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of media owners with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Supportive answers are likely to offer a Marxist view that the media is controlled. Other types of answers may argue that the proposition is false and support this by reference to pluralist views. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. There will be a range of Marxist views about the way in which the owners control the media and maintain ideological control. This will be contrasted with other views about the way in which the audience sets the agenda by what they are prepared to watch and pay for. Useful reference can be made to the work of such key thinkers as Blumler, Gurevitch, Bagdikian, G.M.G., Rosengren, Windall as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

12 (a) (i) **Define the term** *hypodermic syringe model.* **[3]**

0   No attempt to define hypodermic syringe model.
1   Hypodermic syringe model explained in a simplistic way such as 'the media has an effect or impact'.
2   The meaning of hypodermic syringe model further expanded by showing a wider understanding such as the media injecting its message into its audience OR the media having a direct effect.
3   An accurate sociological definition of hypodermic syringe model is given as the model that likens the influence of the media to an injection so that when the audience receive the message it passes directly into them and influences their behaviour but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> sociological studies showing the links between the mass media and violence. **[6]**

Examples can be any valid study such as Bandura et al., Belson, Mods and Rockers. Allow examples that look at issues other than television such as video games. (2 x 3)

0   No study is offered.

1   A study such as McCabe and Martin is identified but no detail is given to support it.

2   As above plus a limited description of the study of McCabe and Martin into the Columbine shooting and blamed video games.

3   A study is identified plus a description that shows accurate sociological understanding and knowledge of the study and its contribution to understanding the links between the media and violence or not, such as the study of McCabe and Martin (identification) which investigated the shooting at Columbine High School and looked at a range of factors including youth trends and video games (development). (1 + 2)

(b) Evaluate the strengths and limitations of the cultural effects model in understanding how the mass media influences audiences. **[16]**

Band 1 (0–4)
In this mark band candidates will either argue that they have strengths or limitations. Others may attempt to describe the model in a basic way with little or no reference to the question. Answers in this mark band will be characterised by assertion. Other answers may confuse cultural effects with culture.

Band 2 (5–8)
In this mark band candidates may offer a one sided view highlighting the strengths of the model from either a theoretical or empirical standpoint. Answers may show confusion with other models and focus on the way audiences choose to interpret messages. Other types of answers may argue that the model is limited and support this by referring to mass manipulative or hypodermic syringe models. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. There will be sound understanding of the cultural effects model as well as a range of other models that look at the effects the media has on audience. Useful reference can be made to work of key thinkers such as Hall, Cohen, Butcher, McQuail, Katz and Lazarsfeld as well as many others; credit reference to such concepts as congruent change and media literacy. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.